

SIMPLY

LanguageCert

Expert

Level

IESOL & IESOL

C1



8 Exam Preparation Units
2 complete Practice Tests



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Simply LanguageCert - Level C1 Student's Book ISBN: 978-1-78164-466-9

Simply LanguageCert - Level C1 Teacher's Book ISBN: 978-1-78164-469-0

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LanguageCert International ESOL Qualifications

The **LanguageCert International ESOL** qualifications will help you demonstrate your ability to communicate in English to enable you to work or study in English-speaking countries and/or environments.

The tests are intended for test takers who are speakers of other languages (ESOL) and who would like to demonstrate their ability to communicate in English. Many English-speaking universities accept this qualification as evidence of language proficiency for entry onto their courses.

The tests are recognised globally and are accepted by universities, employers and national education authorities in many countries as evidence of a required standard of English.

There are two different exams for each level, the **IESOL** (International ESOL) that tests Listening, Reading and Writing and the **ISESOL** (International Spoken ESOL), which is a stand-alone Spoken exam.

International ESOL (English for Speakers of Other Languages) & International Spoken ESOL (Spoken English for Speakers of Other Languages)	Common European Framework
Preliminary A1	Breakthrough
Access A2	Waystage
Achiever B1	Threshold
Communicator B2	Vantage
Expert C1	EOP (Effective Operational Proficiency)
Mastery C2	Mastery

LanguageCert Level C1 Expert IESOL & ISESOL

The *Simply City & Guilds* Level C1 includes **8** Preparation Units and **2** Complete Tests for the Level C1 Expert **IESOL** exam (Listening, Reading and Writing). There are also **2** Complete Tests for the Level C1 Expert **ISESOL** exam (Speaking).

Unit 1

Section A Vocabulary

Studying and working abroad

- **comfort zone** If you are in your comfort zone, you are doing things that you are familiar with and confident about.
- **cover a lot of ground** to deal with a lot of subjects
- **enhance** to improve the quality or attractiveness of something [Word family: enhancement]
- **globalisation** the way companies operate all over the world [Word family: globalise]
- **head start** an advantage over someone else
- **intensive** demanding or involving many things [Word family: intensity, intensively]
- **interaction** communicating or spending time together [Word family: interact, interactive]
- **invaluable** extremely valuable [Word family: valuable, value]
- **life-changing** causing great change to someone's life
- **line up** to have something ready or organised
- **Master's degree** university degree such as an MA or an MSc, done after a first degree
- **notoriously** in a way that is famous for bad reasons [Word family: notoriety, notorious]
- **postgraduate** describes study done by someone who already has a first degree and is now studying at a higher level [Word family: postgraduate (n.)]
- **pursue** to carry out [Word family: pursuit]
- **recruitment agency** a company that finds people to do jobs for other companies
- **relocate** to move to a different place [Word family: relocation]
- **subsequent** coming after something else [Word family: subsequently]
- **tuition** teaching
- **vacancy** a job that is available [Word family: vacant]
- **voluntary** done willingly and without being paid [Word family: voluntarily, volunteer]

1. Use the words/phrases in the box, on the right, to complete the article.

Studying abroad - an option to consider

Many students find that studying abroad gives them an (1) **invaluable** experience which can be of great benefit in their (2) **subsequent** careers, especially in this era of (3) **globalisation**

For UK students, there are several options. Some, often attracted by lower (4) **tuition** fees, decide to take their whole degree abroad. Others may do year-long exchanges, or go abroad for (5) **postgraduate** studies. Many universities run courses that are taught in English, though students must be prepared for different teaching styles.

'The courses I did during my year in the Netherlands were more (6) **intensive** than anything I had done at home,' says media student Robyn Hall. 'They (7) **covered a lot of ground** in a very short time, and at first I struggled to keep up.'

However, Hall now feels that it was good for her to have been pushed out of her (8) **comfort zone** 'I've gained so much knowledge and confidence and the (9) **interaction** with students from different backgrounds and cultures was a very positive thing for me.' She is now considering doing a (10) **Master's degree** in another country.

Words & Phrases

intensive
invaluable
tuition
subsequent
covered a lot of ground
Master's degree
globalisation
interaction
comfort zone
postgraduate



2. Use the same words/phrases again to complete these sentences. Make sure you use the correct form.

1. You can do a part-time course over a year or an **intensive** full-time course of 4 weeks.
2. I did a first degree in politics, followed by a **Master's degree** in international relations.
3. The help I received from my personal tutor was **invaluable**.
4. The best lectures are those that have a lot of **interaction** between the lecturer and the students.
5. I was extremely nervous in my first exam, but the **subsequent** ones went better.
6. We offer a **postgraduate** course for technical translators.
7. I know a lot about biology, but genetics is a bit out of my **comfort zone**.
8. **Globalisation** has resulted in more and more people taking jobs abroad.
9. The lecturer **covered a lot of ground** in his talk today, so I had to take a lot of notes.
10. We receive around ten hours of **tuition** per week.

3. Read this article. Pay attention to the words and phrases in **bold**.

Job opportunities abroad

Susan Morgan had been teaching for years when she decided to **relocate** with her family. 'It was a **life-changing** decision,' she says. 'It has been so positive for me, and my son is getting experiences he never would have had at home.'

Susan has made a long-term move, but shorter periods of paid or **voluntary** overseas work can provide adventure and **enhance** your CV too.

When Ian Scott arrived, he went to a **recruitment agency** which found him a temporary **vacancy** in a bank. 'I hadn't been thinking of banking,' says Scott, 'but I found it really interesting. It made me realise that I'd like to **pursue** a career in that area. And when I got home, the experience I had gave me a **head start** when it came to looking for a permanent job.'

Be warned, though. Visa regulations mean that many countries require you to bring in enough money to support yourself, even if you already have a job **lined up**, so you should be prepared for this, as in some places (Japan, for example) the cost of living is **notoriously** high.



4. Replace the parts of the sentences in brackets with the correct form of words from the article.

1. I've already got an electrician **lined up** [organised] to put in the new lighting.
2. Why don't you do some **voluntary** [unpaid] work during the university holidays?
3. We had to **relocate** [move] to Canada for my wife's job.
4. I found my new job through a **recruitment agency** [company that finds people to do jobs].
5. Winning the award has **enhanced** [improved] his reputation in the design world.
6. Interviews for these jobs are **notoriously** [famous for being] tough.
7. Your management experience will give you a **head start** [advantage] over the other applicants.
8. Reading about his trial made me want to **pursue** [have] a career in law.
9. Check the company's website to see if they have any **vacancies** [jobs available].
10. The decision to join the army was **life-changing** [made a huge difference to his life].

5. Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. The company covered her <i>relocation</i> expenses. | RELOCATE |
| 2. I found the careers advice that I received absolutely <i>invaluable</i> | VALUE |
| 3. Rogers has relocated three times in <i>pursuit</i> of his career. | PURSUE |
| 4. He couldn't find paid employment so he <i>volunteered</i> in a charity shop for a period, just to gain some experience. | VOLUNTARY |
| 5. The post became <i>vacant</i> after the sudden death of Julia Sylva. | VACANCY |
| 6. Certainly, good language skills would help with career <i>enhancement</i> | ENHANCE |
| 7. In his new post, he will have to <i>interact</i> with clients a lot more. | INTERACTION |
| 8. Her usual strategy is to study <i>intensively</i> for the short period before the exam. | INTENSIVE |

6. Fill the gaps in the following sentences with the correct answer (a, b or c).

- These latest revelations have done nothing to the university's reputation.
a. pursue **b. enhance** c. line up
- I never for one moment regretted relocating to the US. It was a decision, in the best possible sense of the phrase.
a. life-changing b. subsequent c. intensive
- She described in some detail her graduation and return from the US.
a. vacant **b. subsequent** c. interactive
- At that time, the quality of the tuition in these colleges was bad.
a. intensively b. voluntarily **c. notoriously**
- She found the job through an overseas agency.
a. recruitment b. postgraduate c. tuition
- Students receive five hours of one-to-one a week.
a. relocation b. interaction **c. tuition**
- Eventually, he decided to a career in arts administration.
a. line up b. cover **c. pursue**
- Who knows where any of these students may end up working in this era of
a. interaction **b. globalisation** c. enhancement

7. Complete each sentence with the correct word.

- I didn't have a clue what I was doing - I was way*out*..... of my comfort zone.
- I thought he*covered*..... a lot of ground in his lecture - I had to really concentrate to keep up.
- You have relevant work experience which should*give*..... you a head start when it comes to applying for jobs.
- I have a meeting lined*up*..... next week with a potential new client.
- The report found that there was very little interaction*between*..... management and workers.
- Richard and his family have relocated*to*..... Tokyo for three years.

8. Choose the best ending for each sentence.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. If you are in your comfort zone , you are doing something that
a. brings you pleasure.
b. you know and are confident with. | 4. If you have something in the future lined up , you
a. debate whether to do it or not.
b. have it arranged already. |
| 2. If you cover a lot of ground , you
a. discuss many different subjects or areas.
b. make slow progress. | 5. Intensive courses are usually
a. long.
b. short. |
| 3. If you have a head start over someone else, you
a. have an advantage over them.
b. are more clever than them. | 6. A subsequent action happens
a. before something else.
b. after something else. |

Section B Exam Preparation

LISTENING Part 1

Choosing the best reply in 6 short conversations

In an exam situation, you will only have 15 seconds in which to look at your test questions. After the playing of each conversation, you will have another 10 seconds to choose the correct reply (out of 3) in each conversational situation. There is insufficient time therefore to read through all the question options before the playing. However, by practising the following exam technique prior to the listening exam itself, you will be better prepared to answer the questions correctly.

Step One

Focussing on the questions

When you practise similar listening tasks, always read through the questions before the first playing of the listening exercise. For each question, time-permitting, try to identify the context of each option. Ask yourself what kind of situation is being referred to (sometimes there may be insufficient information for this) and how the speaker is feeling. This way you are more likely to focus on the correct answer when you hear the whole conversation played.

Obviously time is limited in the actual exam itself, but familiarising yourself with this technique can ensure that you will be more adept at using it when the exam comes.

Placing the questions in context

Look at the following statements, which are similar to the 3 options that you will get in **Part 1** of the Listening exam.

Decide, if possible, the context of the conversation/how the speaker is feeling.

- a) Better give him a call then.
- b) Well, I find it annoying!
- c) Don't worry. He'll probably come later.

Answer:

In **a)** there is a sense of urgency implied by the use of *better + verb*. The need to call again suggests urgency and since the person who is going to be called is obviously absent, they are likely needed for an urgent reason *e.g. a work crisis etc.*

In **b)** something has happened to upset the speaker, although by implication, the other person in the conversation is not so upset, since the speaker exclaims '*I*' find it annoying. Possibly the speaker is upset over someone's behaviour; it could be a parent annoyed about a child etc.

In **c)** the two people in the conversation are obviously expecting someone who has not turned up. Since the speaker is trying to reassure the other person, it would suggest that the latter is more concerned than the speaker. It is possible the situation is a meeting that has been organised.

Step Two

Conversational context

In the exam itself, obviously you will not be able to see the audioscript. However, here we will look at the audioscript as an aid to understanding conversational context. (*In the exam you will have to do this only by listening to the recording.*)

Now look at the following sample dialogue below and try to identify the context of the conversation.

Man: *Jeremy's not here.*

Woman: *Well, time-keeping isn't exactly his strong point, is it?*

Man: *I wouldn't mind, but we've got a train to catch!*

Answer: The conversation is about a friend who's late and might cause the man (and woman) to miss a train, as a result. The man is obviously anxious due to the situation, shown by his comment '*I wouldn't mind, but...*'.

Step Three

Identifying the correct answer

Having identified the possible contexts and the feelings of the speaker in each question option, next, compare the options with the dialogue itself. This way, the correct answer should be easily found by finding the best fitting match between the question options and the dialogue.

b) is therefore obviously the wrong option to choose, as the man in the dialogue is anxious. The question option, however, suggests that only the woman is anxious/upset.

c) is also the incorrect option, as the dialogue implies a sense of urgency, which is not conveyed in the question option. In the latter instance, the woman is quite casual about the situation, stating '*...he'll come later.*'

a) is therefore the **correct** option as the woman's statement reflects the urgency of the situation. She immediately wants to call the man who is late.

Potential pitfalls

Always beware, however, of **distractors**. Often words in the dialogue will be copied in the question options. **Do not assume that a word heard in the dialogue and repeated in the question option will automatically lead you to the correct answer.** Often, repeated words are used as distractors. To avoid being caught out, always focus first on **the context** of the question option, then on that of the conversational dialogue.

Look at the following example to see how distractors can function to confuse the listener:

Example of a conversational dialogue (with distractors)

Man: *Oh no, looks like another letter from the bank!*

Woman: *You're not in overdraft again, are you?*

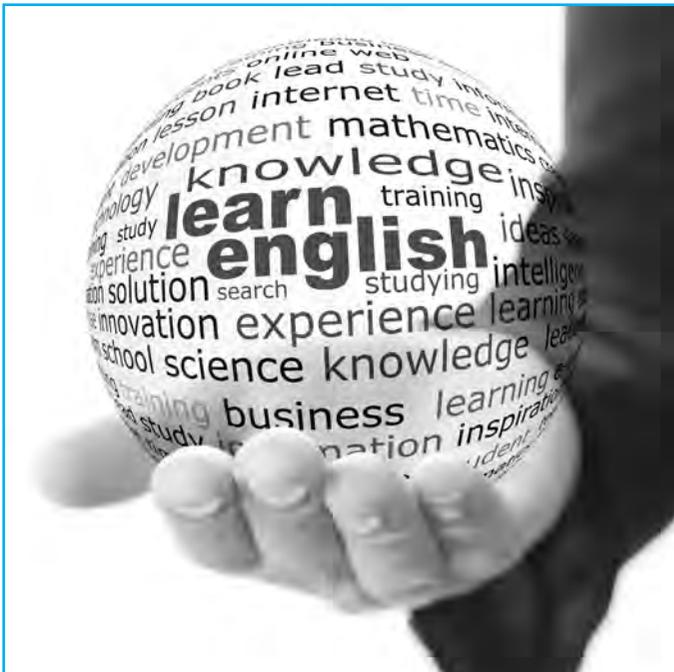
Man: *Ah... It's a notification of a local bank closure.*

Example of a set of question options (with distractors)

- a) Oh, so they're closing your account!
- b) How inconvenient!
- c) Your overdraft must be quite considerable!

As can be seen from the above example of question options, the references to 'closing your account' (a) and 'overdraft' (c) in two of the question options mirror the dialogue. The man refers to a 'bank closure' and the woman refers respectively to an 'overdraft'. However, these are merely distractors, intended to mislead the listener into choosing the incorrect option.

In the dialogue, a bank closure is being referred to, but the reference is not to a personal bank account (a) or to a personal overdraft (c). So the correct answer is, in fact, (b), referring to the inconvenience of the bank closure that the man refers to in the dialogue.



Before you practise

Now you have read the Listening tips, look at the first question in **Listening Part 1**.

Question 1

- 1. a) Let's revise together.
- b) I think we've earned one.
- c) Let's hope the next one isn't too difficult.

Now identify the context of each question option (if possible) and the feelings of the speaker.

Answer:

a) *Context:* in the run-up to an exam. The speaker is friendly, wanting to co-operate with the other speaker in the dialogue.

b) *Context:* both speakers have put a lot of effort into something that was probably successful, as one of the speakers thinks they deserve a reward. '...we've earned one.' The speaker seems tired from the effort since she believes they deserve a reward.

c) *Context:* an exam or some form of test is approaching. The speaker is expressing some anxiety: 'Let's hope the next one isn't too difficult.'

If you now look at the dialogue in the audioscript, you can see that the context is **the end** of an exam period. The speakers are relieved the exams are over.

M: 'I'm glad to see the back of those exams.'

F: 'Tell me about it.'

As a result, the man wants to celebrate.

Question response **b)** is therefore the correct answer, as it matches the context of the dialogue. The effort referred to in **b)** that both speakers have put into something that is now over is obviously the end of the exams referred to in the conversation dialogue.

Responses **a)** and **c)** are therefore incorrect, as both refer to an approaching exam.

Extra hint: For extra practice, try watching a film with subtitles. Try stopping the film every now and then and then try to predict what the speakers will say next. This will get you used to focussing on the context of a situation and generating responses similar to those in the actual listening test.

LISTENING

Exam Practice

Part 1

Total: 6 marks

You will hear six short, unfinished conversations. Choose the **best reply** to continue each conversation. Put a circle round the letter of the **best reply**. Look at the example. You will hear each conversation **twice**.

Example:

Speaker 1: Are you sure this is the one he wanted?

Speaker 2: He said it was the stripy one in the window.

Speaker 1: But was it blue and white or red and white?

Speaker 2:

a) That's what he said.

b) Oh no! It comes in black and white, too!

c) That's a lovely shade of green.

1. a) Let's revise together.
b) I think we've earned one.
 c) Let's hope the next one isn't too difficult.

2. a) He could certainly do with professional help.
 b) I doubt if he will want to work abroad.
c) I guess that will be of value in this role.

3. **a)** But George is already studying there and he'll look after me.
 b) Don't worry, you will be fine once you get there.
 c) Ok, you can write me a cheque if you really want to.

4. **a)** I was having second thoughts about studying abroad.
 b) I overslept again.
 c) That looks like the postman now.

5. a) Actually, it's an easy course.
b) Learning not to make social slip-ups with the locals.
 c) I don't think you would have difficulty there at all.

6. a) Why don't you phone home more often then?
 b) Yes, there is always a chance you will get ill in a foreign country.
c) The thrill of the adventure would soon put pay to that.

READING Part 1

Answering True/False Questions

Step One

When faced with a long reading text, first read the questions and underline key words.

Below are questions for the sample text which follows, with key words underlined.

1. Retirement can be just as difficult for women, as it is for men. T/F
2. Women were better at adapting to retirement in the past, than they are today. T/F
3. Newly-retired women are unlikely to enjoy running a household. T/F

Step Two

Read the text, underlining corresponding key words to those previously underlined in the questions.

Note: questions will always follow the order of the text.

Sample text with key words underlined

It's traditionally been assumed that men struggle most with the switch from professional work to retirement. It would seem, however, that women find it even harder to adjust.

In the past, they were relatively unaffected: careers were only rarely the centre of their lives, so this transition was of less importance.

Now, though, with swathes of women who broke the mould and began professional lives in the 1960s and 1970s hitting retirement age, current research suggests they are struggling with the transition from paid employment to endless domesticity.

Now, try to find the answers to the above questions.

Answers:

1. False Key information in question states that women and men find retirement equally difficult. Key information in text states that retirement is more difficult, 'even harder' for women than men.

2. True Key information in question states that women found retirement easier in the past. Key information in text agrees with statement in the question, since women were 'relatively unaffected' by retirement (as compared to today's situation referred to in para.1, where they find it 'harder to adjust than men.')

3. True Key information in question states that women who have recently retired do not adjust well to being at home. Key information in the text agrees with statement in the question, saying newly-retired women 'now...hitting retirement age' are 'struggling' with 'domesticity'.

In the examples given, the answers were fairly straightforward. However, as you are underlining key words in the text, you need to be aware of **distractors** i.e. information intended to disguise the real answer and/or mislead you, so that you give the wrong response.

It is therefore important when underlining key words in the text, to pay attention to certain factors such as **qualifiers**. These modify a statement by expressing **amount**, **quality**, **degree**, or **intensity**. Often these can be used to change the meaning of a statement dramatically.

Potential pitfalls

Qualifiers

Look at the following three sentences. See how the meaning is changed completely by the use of different qualifiers.

Sentence 1

Few people signed the petition.

Sentence 2

A few people objected to signing the petition.

Sentence 3

Only a few people signed the petition.

Sentence 2 means that the majority of people signed the petition. However, in **Sentences 1** and **3**, those signing the petition, were in the minority.

Now look at the following sentences and decide how the qualifier changes the meaning in each case.

Sentence 1

Countless people believe in democracy.

Sentence 2

The majority of people believe in democracy.

Sentence 3

Many people believe in democracy.